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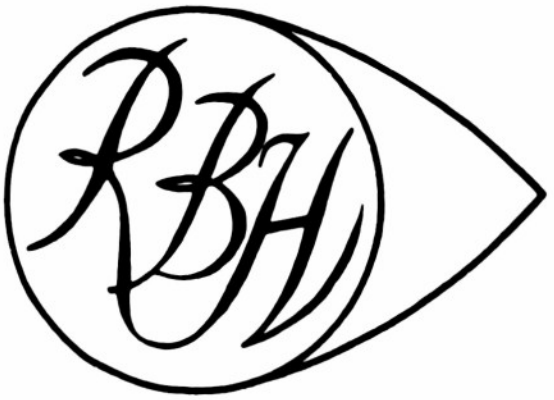
Differential Duty Assignment and The Officer Judgment Test



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INTRODUCTION AND SUMMARY

The problem of improving the bases for assignment of officers to different kinds of duties in training is not new. This study reports an attempt to devise a test for that purpose.

It was deemed desirable to investigate whether or not a quantitative measure of human relations aptitude could serve to distinguish between officers holding different duty assignments. To this end, the Officer Judgment Test was constructed. This type of supervisory judgment test has previously been successful in predicting supervisory effectiveness in a variety of situations, but had not been tried as a means of differentiating "kinds" of persons.

To obtain criteria against which the test might be validated, it was necessary first to distinguish various types of billets; then, measures of success and satisfaction of officers with each type of billet were determined.

Three types of billets, or billet "families," were isolated by asking a group of senior Navy officers to make judgments concerning the personal qualities demanded of officers filling each of a representative sample of twenty Navy billets. These officers were required to make comparisons of all possible combinations of the twenty billets taken three at a time, choosing the two of the three requiring qualifications which were most similar, and the two which were least similar. They were also asked to give reasons for their choices.

Although a statistical analysis of the reasons for the choices failed to reveal any consistent picture of what the billet qualifications might be nevertheless, the pattern of choices yielded three more or less independent billet families which, in terms of their titles, were readily defined as executive, technical, and instructional in nature.

Two criteria of success and satisfaction were employed in this study: (1) nominations of billets held which were most and least preferred and in which the officers had experienced the most and least success, and (2) a series of paired comparisons of billets and civilian occupations representative of each of the three billet families. The experimental sample was asked to indicate preference for one billet of each of the pairs.

Three scoring keys were constructed for the Officer Judgment Test, on the basis of the degree to which they differentiated officers reporting success and satisfaction in each of three types of billets: executive, technical, and instructional. Although two of these keys appeared to be fairly valid when tested upon the sample of officers from which they were derived, they failed to make such differentiation upon cross-validation.

Various hypotheses are presented to account for the failure of this test to differentiate, despite the usual effectiveness of such test material.

DISCUSSION AND RECOMMENDATION

The failure of the Officer Judgment Test to discriminate between officers holding "executive," "technical," and "instructional" billets may be due to the operation of a number of factors. Since the exact factors are unknown, hypotheses regarding the operation of these factors should be explored.

Hypothesis A. The classification upon which the criterion was based may have been faulty. This is suggested by the fact that the judges expressed no consistent idea of what the personal requirements for these billets were. Although the comparisons of the judges did result in three well-defined billet classifications (See Table 2), the discrimination may have been based upon billet titles rather than upon the qualifications actually required for these billets. There is a possibility that the duties performed by officers holding these billets were so varied that while the titles are formally distinct, the duties are operationally ambiguous.

Hypothesis B. Officers in different billets may not have different human relations attitudes, despite the differences in technical knowledge required by the three classifications of billets. The officers holding these billets have been primarily selected and trained as Navy officers. In human relations activities, they might be expected to operate first as officers and next as specialists. This may account for the inability of the test to discriminate.

Hypothesis C. The cross-validation sample at the General Line School may have been a selected group. It may not have been representative of the Navy or comparable to the original validating sample. Such differences between the criterion samples would explain the drop in test validity.

From the standpoint of investigating some of these hypotheses, several recommendations might be made:

The classification of billet families employed in this study might be improved through the use of job analysis of a sample of Navy billets. Recently developed techniques might be applied using the data derived from the job analysis to more adequately identify related jobs (billet families) in terms of the community of job requirements.*

Any differences which exist among Naval officers in their aptitude for handling human relations problems may distinguish efficient from less efficient officers rather than officers successfully filling different kinds of duty assignments. The validation of the Officer Judgment Test for predicting officer efficiency would therefore be a useful research possibility. This would, of course, require the development of adequate criteria against which scoring keys might be developed and validated. Preliminary investigations made during the initial phases of this study

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* Coombs, C. H. and Satter, G. A., "A Factorial Approach to Job Families," Psychometrika, 1949, 14, pp. 33-42.

indicate that it is very doubtful that the Fitness Report would be adequate as a criterion for test validation. Other criteria of officer efficiency will need to be developed. These might include such criteria as peer nominations, ranking by superiors, etc.

A Possible Training Device

The Officer Judgment Test contains items which present many situations for which there is considerable difference of opinion among Naval Officers concerning the proper course of action to be taken. This suggests that this instrument could be of value in officer training.*

When confronted, for example, with the situation presented in Item 16: "If you were in command and decided to set up a training program for department heads your first step should be to call them together and...," 45% of the officers responding felt that the best of the suggested courses of action was, "...ask them what they would like to see covered in their own training program," 29% replied "...tell of the plan you were about to set up," while 16% preferred "...raise questions about their duties and responsibilities which would point out to them the need for a training program."

Similarly, in response to Item 52 which asks: "Which of the following characteristics do subordinates consider most important in a good leader?" 23% responded "...being willing to accept responsibility for his department," 22% responded "...a thorough understanding of the jobs under his supervision," and another 33% responded "...ability to make plain exactly what he wants done and how he wants it done." These three types of responses represent fairly divergent views of what the respondent thinks that a good officer should be in the eyes of his subordinates. It is perhaps worthy of note that over half of the respondents believed that subordinates felt that the least important characteristic of a leader is "...granting considerable personal freedom to employees as long as they get the work out."

The items of the Officer Judgment Test cover a wide diversity of such human relations problems, for which there is relatively little agreement among Navy Officers as to the proper course of action. These include such problems as the proper role of an administrator, methods of instructing subordinates, attitudes toward Navy procedures, etc. This suggests that this instrument could be utilized in officer indoctrination classes, to provide the instructor a device for becoming acquainted with the attitudes of the class. This would serve the second function of providing discussion material regarding the proper attitudes and behavior of Naval Officers particularly in those situations for which the class expressed the most diversity of opinion.

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* These comments as well as those which follow are based upon an item analysis of 364 officers who had completed the Officer Judgment Test in the original experimental form.

BACKGROUND OF THE STUDY

Do the different kinds of line duty assignments to which Naval officers may be assigned demand officers possessing different qualities? If these differences exist, what are they and how can they be effectively measured?

Answers to these questions could be useful as aids in assigning officers to duties under mobilization conditions for particular duty assignments. When a Navy Officer is to be assigned to a billet, the problem may arise as to which available duty assignments will prove most satisfactory for the officer about to be assigned. The converse of this problem, however, is most important: Which officers will most likely be best for the job?

This study was designed to explore the area of supervisory judgment in the hope that it might prove useful for differentiating officers most likely to be successful in different kinds of Navy billets. A study of duty assignments indicated that, in the judgment of senior Navy officers, there were three kinds of assignments which demanded different "kinds" of officers. The purpose of this study, therefore, was to develop a test which would differentially predict success and satisfaction in executive, technical, and instructional billets.

Since such differentiation would presumably be most useful among junior officers, it was decided to seek the answers to these questions among officers who had already had some experience with the billets under investigation, i.e., officers who were about one rank higher than those upon whom such procedures might be applied.

Several other limitations were also imposed upon the study.

1. The study had to be limited to duty assignments available to line officers. Duty assignments demanding specialized training such as medicine, engineering, accounting, etc., were excluded since personnel qualified for such assignments may be readily identified by referring to their records. Special selection techniques are therefore not needed to identify the proper duty assignment.

2. Any test or measurement procedures had to be primarily non-cognitive in approach.

3. Any test or measurement procedure had to be "self administering" so that it would be mailed to the officers, or handed to them with instructions to complete the materials at home.

4. The test materials should not be too demanding of the time of those to whom administered.

This study was organized in five phases:

Phase I. The duty assignments to which line officers are assigned were categorized into a small number of "families," each family requiring officers having similar qualifications.

Phase II. Test material was developed which attempted to measure one of the qualities which might successfully differentiate officers holding different billets. This test, a measure of judgment for handling human relations problems, was called the "Officer Judgment Test."

Phase III. Groups of officers were identified as having preferences for the various duty assignment families.

Phase IV. The test material was administered to them and appropriate statistical analyses were made. The test materials were then revised in the light of the accumulated data.

Phase V. A new group of officers was identified as belonging to each of the duty assignment families, and the revised test was administered to them. Further statistical analyses were then performed to ascertain the validity of the test materials.

PHASE I

DETERMINATION OF BILLET FAMILIES

The first problem, which presented itself in attempting to define the non-cognitive factors making for success in various duty assignments, was whether billet families could be differentiated on the basis of the types of men needed to successfully fill them.

Several methods were considered as being useful for discovering groups of billets requiring similar qualifications, but the one method which seemed most appropriate was to study the various types of duty assignments by senior officers familiar with Naval billets. Such officers have had considerable experience, both in performance of duties and in observing the qualities and performances of other officers. To this end, a list of 20 billets was drawn up which was considered to be representative of the types of duty assignments held by Naval Line Officers. Each of these kinds of duty assignments was among those occurring most frequently. This list was then administered to a group of senior officers who were requested to make judgments concerning the qualifications necessary to fill these billets.

More specifically, this method involved the use of a triad comparison technique. This required the senior officers to make comparisons among all the possible combinations of billets taken three at a time. For each triad, the judges were asked to choose two of the three billets which demanded officers of most similar qualities and the two which required officers of least similar qualities. The judges were also asked the reasons for their choices. Since 20 billets were being compared three at a time, judgments of 1140 triads were required. Since this was obviously too tedious a task for one person to do, only a fifth of the judgments were accomplished by a single judge. In this way, one complete set of 1140 triads was obtained. Four incomplete sets were obtained. The analyses were based on the one completed set.

This resulted in each billet being compared 18 times with every other billet, thus providing sufficient data to derive an index of similarity between every pair of billets.

In order to compute these indices, three tabulations were necessary since each billet could be paired 18 times with each other one:

a = The number of times the requirements of the two billets were judged most alike.

b = The number of times the requirements of the two billets were judged least alike.

c = The number of times the requirements of the two billets were judged neither like nor unlike. This was computed by the formula $c = 18-(a-b)$.

In developing an index of similarity of billets, it was believed desirable to have an index of a correlational type. One could use any of several "percentage" types of indices such as

$$\frac{a - b}{a + b} \qquad (1)$$

or

$$\frac{a - b}{a+b+c} \qquad (2)$$

Formula (2) would be as satisfactory as any percentage-type index since it varies from -1.0 to +1.0 and at no point becomes indeterminate. Such functions as tetrachoric correlation and the method of unlike signs were considered. A correlational type of index was derived and used as an index of similarity of duty assignment demands. This index cannot be used in other correlation functions. It was derived as follows:

Suppose one thinks of the relations of duty assignment demands in terms of a three by three contingency table. One can assume that two billets are similar in both being "+" or both "-." On this assumption, and by assuming that both conditions are equally likely, a/2 may be entered in the cells (+1,+1) and (-1,-1). By similar reasoning, b/2 may be entered in cells (-1,+1) and (+1,-1). Then c may be distributed equally among the remaining five cells, putting c/5 in each. Other assumptions regarding the distribution of a, b, and c could have been used.

		Billet X		
		-1	0	+1
	+1	b/2	c/5	a/2
Billet Y	0	c/5	c/5	c/5
	-1	a/2	c/5	b/2

To make the derivation simpler, all fractions in the contingency table were removed by multiplying each cell frequency by 10. This resulted in the following contingency table:

		Billet X		
		-1	0	+1
	+1	5b	2c	5a
Billet Y	0	2c	2c	2c
	-1	5a	2c	5b

The index of similarity between billets was then developed from the usual gross score correlation formula:

$$r = \frac{N\Sigma XY - \Sigma X \Sigma Y}{\sqrt{N\Sigma X^2 - (\Sigma X)^2}\sqrt{N\Sigma Y^2 - (\Sigma Y)^2}} \qquad (3)$$

By making the following substitution:

$N = 10a + 10b + 10c = 10n - 20 = 10(n-2)$
(Where n is the number of billet assignments being compared, and $a+b+c = n-2$)

$\Sigma X = \Sigma Y = 0$

$\Sigma X^2 = \Sigma Y^2 = 6(a+b) + 4(n-2)$

$\Sigma XY = 10(a-b)$

formula (3) may be written:

$$r = \frac{[10(n-2)][10(a-b)]}{[10(n-2)][6(a+b) + 4(n-2)]} \qquad (4)$$

When simplified, formula (4) reduces to:

$$r = \frac{5(a-b)}{3(a+b) + 2(n-2)} \qquad (5)$$

When more than one complete set of judgments is available, formula (5) may be written:

$$r = \frac{5\Sigma(a-b)}{3\Sigma(a+b) + 2k(n-2)} \qquad (6)$$

when k is the number of complete sets.

Formula (5) was employed for the purpose of obtaining indices of similarity between billets. These indices have been summarized in Table 1, below the diagonal. The "a" and "b" values are shown above the diagonal.

The general procedure for developing groups of billets so that the billets within the group would have a high degree of similarity in terms of necessary qualifications, while the billets in different groups would have a low degree of similarity was as follows: The two billets having the highest similarity index were chosen and then other billets were added to the original two in the order of their similarity indices. This procedure was continued until the average similarity index of the selected items began

to drop appreciably, thus indicating the addition of dissimilar billets. In this manner, three* groups of billets were developed which seemed to demand somewhat different kinds of officers.

Group I

Instructor, General Line School
Instructor, NROTC
Instructor, Technical School
Instructor, Flight
Training Officer

Group II

Gunnery Officer, Carrier or Cruiser
Engineering Officer, Carrier or Cruiser
Engineer and Material Officer
Instructor, Technical School

Group III

Commanding Officer, Destroyer Escort, Destroyer Transport
Executive Officer, Destroyer
Executive Officer, Submarine
Executive Officer, Large Auxiliary
Operations Officer, Amphibious Ship

Thirteen of the 20 billets were included in these groups. One of the billets (Instructor, Technical School) was included in Groups I and II. The other six, which were fairly unrelated to any of these groups, were placed in an "All Others" category. Those billets placed in the "All Others" category included:

Commanding Officer, Carrier Squadrons (VA, VF, VC)
Executive Officer, Carrier Squadron or Patrol Squadron
Transport Plane Commander
Transportation Officer, Transport
Aide and Flag Sec./Lt.
Communications Officer
Operations Officer, (Air) Squadron

An analysis of the reasons given by the judges for judging the various billets as having similar requirements failed to reveal any consistent picture of the types of personnel needed to fill them. This probably indicates that the judges had no clear picture of what the necessary qualifications were, or possibly that they were making judgments on factors other than similarity of qualifications. This may have been the billet titles since the titles of the different billets within each billet group fairly well define the content of these groups.

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* Actually four billet groups emerged, the fourth apparently being an aviation billet. Since the purpose of this study was not to differentiate officers having specialized skills, the billets comprising this aviation group were included in an "Others" group.

Group I was designated as an instructional and training group.

Group II was defined as a general technical, engineering, and gunnery group.

Group III was defined as an executive and command group.

As evidence of the relative independence between the different groups and of the similarity of the billets within each group, the average similarity indices among the billets within groups and between groups is presented in Table 2. It can be seen from this table that the average of similarity indices among the billets comprising each group is high, while the average of similarity indices of the billets of one group with each of the other groups is low. Group III has the greatest homogeneity.

Table 2

Average Similarity Indices of the Billets Between and Within Billet Groups

	Groups		
	I	II	III
I	.636	.126	-.157
II		.565	-.117
III			.722

Thus, although the senior officers who acted as judges were able to define three types of billets, they presented no consistent description or characterization of the differential qualifications for the billet families.

a = Number Likes
b = Number Unlikes
n = 20

$$I = \frac{5(a - b)}{3(a + b) + 2(n - 2)}$$

Duty Assignment		A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T
CO, Dest. Escort, Dest. Trans., Small Auxiliary	A	A	8:0	17:0	17:1	16:1	8:5	13:2	3:6	13:2	9:3	6:2	4:8	1:9	6:5	3:3	6:2	5:4	1:4	0:16	7:6
CO, Carrier Squadrons (VA, VF, VC)	B	667	B	11:1	11:3	12:2	16:0	9:5	16:1	1:9	1:11	17:0	3:8	0:11	3:11	0:13	0:11	0:15	0:17	14:4	0:10
Exec. O, Destroyer	C	977	694	C	13:1	17:0	7:1	7:1	4:4	8:1	2:8	4:8	3:10	10:3	4:10	1:8	8:3	3:3	1:12	1:10	10:0
Exec. O, Submarine	D	888	513	769	D	11:1	11:1	7:6	10:5	4:7	6:3	11:5	5:4	2:5	8:4	3:6	0:8	1:3	1:8	2:6	6:1
Exec. O, Large Auxiliary	E	862	641	977	694	E	9:6	14:1	4:6	9:2	3:7	4:12	3:8	11:4	6:5	2:6	3:6	4:5	2:14	2:10	10:3
Exec. O, Carrier Sqdn. or Patrol Sqdn.	F	200	952	500	694	185	F	6:5	16:0	2:4	0:10	13:1	7:10	7:6	2:8	1:10	1:7	2:7	0:8	8:2	8:5
Operations Officer, Amphibious Ship	G	680	256	500	066	802	072	G	16:0	11:5	4:9	2:11	3:11	6:6	10:2	5:7	8:6	3:6	2:9	2:8	7:4
Operations Officer, (Air) Squadron	H	-239	862	000	309	-151	952	952	H	2:10	3:10	12:2	0:12	9:6	6:8	1:8	2:6	1:8	3:10	3:6	6:7
Gunnery Officer, Carrier or Cruiser	I	680	-606	555	-217	507	-185	654	-555	I	16:0	8:4	2:7	2:10	5:7	6:3	2:8	3:8	12:1	4:6	11:2
Engineer Officer, Carrier or Cruiser	J	416	-694	-474	238	-303	-757	-333	-466	952	J	9:2	1:8	4:8	5:10	13:3	4:8	2:8	11:2	2:7	5:7
Trans. Plane Cmdr.	K	333	977	-277	357	-476	769	-600	641	277	507	K	2:5	4:8	1:14	2:10	2:12	0:12	6:8	9:2	0:10
Transportation O, Transport	L	-277	-362	-466	079	-362	-172	-512	-833	-396	-555	-263	L	3:9	9:3	8:5	5:7	9:3	2:7	4:9	4:2
Aide and Flag Sec/Lt	M	-606	-797	466	-263	432	066	000	185	-555	-277	-277	-416	M	10:3	2:10	7:6	7:5	3:9	2:10	2:7
Communications Officer	N	072	-512	-384	277	072	-454	555	-128	-138	-308	-802	416	466	N	10:4	7:5	6:5	4:8	3:7	4:6
Engineer and Materiel Officer	O	000	-866	-555	-238	-333	-652	-138	-555	238	595	-555	200	-555	384	O	4:9	5:11	8:4	7:6	5:8
Instructor, General Line School	P	333	-797	362	-667	-238	-500	128	-333	-454	-333	-641	-138	066	138	-333	P	17:0	12:0	10:2	12:1
Instructor, NROTC	Q	079	-925	000	208	-079	-396	-238	-555	-362	-454	-833	416	138	072	-357	977	Q	15:3	11:2	11:0
Instructor, Technical School	R	-297	-977	-733	-555	-714	-667	-507	-466	733	600	-128	-396	-416	-277	277	833	667	R	9:2	9:3
Instructor, Flight	S	-952	555	-652	-333	-555	454	-454	-238	-151	-396	507	-333	-555	-303	066	555	600	507	S	8:4
Training Officer	T	067	-757	757	438	466	200	217	-066	600	-138	-757	185	-396	-151	-200	733	797	416	277	T

PHASE II

CONSTRUCTION OF THE OFFICER JUDGMENT TEST (EXPERIMENTAL FORM)

In order to differentiate officers who possibly could better adapt to one group of billets more effectively than to the other groups, the following factors were considered:

1. The test instrument should be primarily non-cognitive, not another measurement of general intelligence or ability.

2. The test instrument should be of such content and organization that it could be administered by mail or given to an officer to take home to be accomplished.

3. The test content should have high face validity--it should contain material such that officers would feel that it provided a fair basis for its purposes.

After viewing the kinds of characterizations of similarities and differences between the kinds of persons best adapted to the several duty assignments, it was decided to develop a test to reflect officer judgment for handling human relations problems as they relate to success in satisfaction with, and preference for various billets.

The pattern to be followed was similar to a "Supervisory Judgment" test developed and used to aid in the selection of supervisors.*

The test was to consist of a number of descriptions of situations which might confront an officer, each situation to be followed by four or five possible ways of dealing with the situation. In order to avoid getting "text-book" answers, the officer taking the test was asked not only to choose the best of the alternate solutions but also the worst. A typical item follows:

"In training a man on a new set of operations, one should:

A. Let him discover the reasons for himself as he goes along.

B. Show him first the reasons for doing it that way.

C. Show him some of the reasons first, having others for him to discover for himself.

D. Show him the reasons after he has mastered the skills."

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* The selection and editing of items was performed by four independent judges, all members of the RBH staff, two of whom had served as Naval officers during World War II.

In addition to the 94 multiple-choice items, 42 essay or free-answer questions of similar content were developed. It was hoped that answers to these questions would offer some further insight into the differences being sought.

These 42 questions were randomly divided into three groups of 14 questions each. One of these groups was randomly placed at the end of each experimental form as Part II. Thus, besides the 94 multiple-choice items, each test form included one of three groups of 14 free-answer questions.

PHASE III

DEVELOPMENT OF THE CRITERIA

As a first step in the development of a criterion of differential success in the three billet areas, the Fitness Report data for a sample of 80 cases was investigated to determine its value for the purpose. It was found, however, that the ratings of an officer's performance did not differentiate an individual's relative competence in the different billet areas in which he had experience.

The qualititative comments of the reporting officer appeared to be highly stereotyped and hence of no value for the purposes of this study. Two other possible approaches to the problem of criteria were considered:

1. To obtain ratings of relative competence in each of the duty assignment areas by fellow officers or superiors, or

2. To obtain a combination of experience, satisfaction, and self appraisal of effectiveness in each of the duty assignment areas.

The first approach was abandoned because very few officers had observed the performance of peers or subordinates in more than one group of duty assignments. Too, the administration of such a rating program would present some difficult problems in terms of locating competent raters and getting them to do a competent job of rating. It was finally decided, therefore, that the criterion should be satisfaction and efficiency in the three main billet areas. The general procedure was to obtain from each officer in the experimental groups expressions of billet preferences. Two independent measures of billet satisfaction were obtained as well as a self estimate.

Inserted in front of the Officer Judgment Test (Experimental Form) was the list of 20 Navy duty assignments (Criterion A*). Each officer in the experimental group was requested to check those in which he had served. Space was also provided for him to add any duty assignments in which he had served but which were not included in the basic list. All the checked billets which were added to this list were classified by members of the RBH staff into one of three duty assignment areas by comparing them with representative jobs from each group.

The officers being tested were then requested to choose the two billets which they found most satisfying, the two they found least satisfying, the two in which they felt they had achieved the greatest efficiency, and the two in which they felt they had the poorest efficiency.

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* See Appendix II.

The following scoring procedure was adopted as a means of securing criterion scores for the members of the experimental sample, in terms of each billet group: Each billet group from which the individual chose a billet as satisfying or in which he felt he had achieved the greatest efficiency was scored plus one (+1). Similarly, the billet groups from which he chose billets he found dissatisfying or in which he felt least efficient were scored minus one (-1). The scores for each of the billet groups were accumulated for each officer in the experimental sample as follows: The algebraic sum of the scoring weights was computed for each group thus providing a score range from plus four to minus four. If the officer did not nominate any duty assignments from a particular area, this was so designated by assigning an X for that group. An example of the scoring follows:

In which <u>two</u> of these duty assignments have you been the <u>most</u> effective?

I, +1 (#18-Instructor-Technical School)
I, +1 (#20-Training Officer-Instructor School)

In which <u>two</u> of these duty assignments have you been <u>least</u> effective?

T, -1 (Gunnery Officer LST)
E, -1 (Small Boat Officer LST)

Which <u>two</u> of these duty assignments did you like <u>best</u>?

I, +1 (#18-Instructor)-Technical School)
I, +1 (#20-Training Officer)-Instructor School)

Which <u>two</u> of these duty assignments did you like <u>least</u>?

T, -1 (#23-Gunnery Officer LST)
E, -1 (#24-Small Boat Officer LST)

<u>Score</u>

Instruction and Training -- Plus Four (+4)
Technical Engineering and Gunnery -- Minus Two (-2)
Executive and Command -- Minus Two (-2)

The second criterion (Criterion B) employed was a preference inventory based on a modification of the paired comparisons technique.* A sheet was prepared which was ruled off into 36 cells of six columns and six rows. Two columns and two rows were assigned to each of the duty assignment groups, so that each of the 36 cells contained two billet titles. These two titles were from different areas except for those cases where a row and a column from the same area formed an intersection. In these cases, the intersecting cells contained two billets from the same area. In this way, duty assignments from each area were compared four times with billets from the same area, and eight times with billets from each of the other areas, e.g., instructional and training billets were compared four times with other instructional and training billets, eight times with technical engineering and gunnery billets, and eight times with executive and command billets.

The officers in the experimental sample were asked to respond to each of the 36 cells in one of three ways:

Circle the number of the billet preferred; or
Circle both billet numbers if both were liked equally well; or
Cross out both billets if neither was liked.

The inventory was scored by counting each circled activity as plus one (+1), each crossed out activity as minus one (-1), and each billet not marked as zero (0). For each area, the score for each of the three billet areas was defined as the algebraic sum of the scores of the billets from each area. This provided a possible range of scores for each billet area from minus 24 to plus 24.

Although the nature of the study prevented an adequate estimation of the reliability of Criterion A, the reliability of Criterion B was obtained for each billet area by correlating the total of one row and column with the total of the second row and column. A sample of 100 cases was selected and a Pearson Product-Moment correlation computed and corrected by the Spearman-Brown Prophecy Formula. The coefficients obtained are reported in Table 3.

Table 3

Reliabilities of Criterion B

Instruction and Training	.96
Technical Engineering and Gunnery	.84
Executive and Command	.91

* Part II of Officer Judgment Test, 196-AA.

For a sample* selected on the basis of availability, the correlations between the two criteria for each of the billet areas were computed. These correlation coefficients are presented in Table 4, which indicates either that the A criterion is unreliable or that the two criteria are measuring independent aspects of success in the three billet areas.

Table 4

Correlations between the A and B Criteria

	r	N**
Executive and Command	.12	156
Technical Engineering and Gunnery	-.07	152
Instruction and Training	.00	52

The criterion groups were selected for each of the main billet areas by taking only those who were in the high groups on both criteria. These groups were obtained as follows:

1. Form A -- Plus one to plus four-high. This division for A was used for each of the billet areas.

2. Form B -- The distribution for the B score for each of the billet areas was divided at the median of the total distribution to produce two groups.

Only those cases which were classified as high on both the A and the B criteria were included in the high criterion groups. All other cases were included in a general "All Others" group. Those few cases which could be classified into two criterion groups were, for validation purposes, properly placed in both.

* The sample was drawn from US Naval Shipyard, Brooklyn, New York, US Naval Shipyard, Philadelphia, Pennsylvania, and the Naval Station, Norfolk, Virginia.

** The N in this case varies because those cases which on the A criterion did not nominate any cases for the area under consideration were omitted from the analysis.

PHASE IV

CONSTRUCTION OF THE OFFICER JUDGMENT TEST (FINAL FORM)

Analysis of the Multiple-Choice Section

In order to reduce the number of items to be included in the final form* and to develop scoring keys, an item analysis was made for 723 completed experimental forms. The percentages of "most" and "least" responses to each alternate on each item were compared for each of the executive, technical, and instructional high criterion groups with the remainder of the sample.

Those blocks which contained at least one item which at the 5% level of significance discriminated one of the high criterion groups from the "All Others" group were retained for inclusion in the final form.

Scoring keys were then developed for each billet area. For each alternative, the "most" and "least" responses which differentiated the high group from the "All Others" group at the 1% level or better were given a scoring weight of 3; those alternatives which differentiated between the 2% and 1% levels were given a scoring weight of 2; and those which differentiated between the 5% and 2% levels were given a scoring weight of 1. Those alternatives which did not discriminate were given a weight of zero. The weights assigned to the scorable responses were either positive or negative depending upon whether the response was more characteristic of the high criterion group or of the remainder of the sample. For each billet area, the total score on the "Officer Judgment Test" was designated as the algebraic sum of the scoring weights on the key for that area. In order to test the validity of these total scores, 168 of the usable available forms were scored in terms of these three developed keys. Bi-serial correlation coefficients were then computed for each of the high criterion groups vs. the "All Others" group plus the high criterion groups from the other two billet families. These coefficients are reported in Table 5.**

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* A copy of the Officer Judgment Test may be found in Appendix II.

** It was understood that since these coefficients were computed on the same sample from which the scoring was derived, they quite likely are spuriously high. They served the function, however, of specifying an upper limit for the validities of the keys.

Table 5

Bi-Serial Validity Coefficients for the Three Billet Areas

(N = 168)

	r_{bis}
Instructional and Training (I)	.69
Technical Engineering and Gunnery (T)	.60
Executive and Command (E)	.26

Table 6 presents the intercorrelations of the three scores based upon the same sample for which the validity coefficients were computed.

Table 6

Intercorrelations of the Three Scoring Keys

(N = 168)

	(T)	(E)
(I)	-.19	-.18
(T)		-.49

Analysis of the Free-Answer Section

The 42 free-answer questions were each administered to one-third of the experimental sample. It was not feasible because of the time required to ask all the officers to answer all 42 questions. The purpose of these questions was to discover whether the answers to such items might be useful in preparing further materials similar to Part I.

To this end, a content analysis of responses was made and on that basis, a code established into which the responses could be classified. Although this resulted in a diversity of responses to each of these questions, the items did not prove discriminating in terms of the degree to which the various coded responses elicited were characteristic of the different high criterion groups. For this reason, the free-answer questions were deleted from the final Officer Judgment Test form.

PHASE V

CROSS-VALIDATION OF THE FINAL FORM

As a means of obtaining a cross-validation, a sample of about 400 students, Lieutenants and Lieutenant Commanders, at the US Naval General Line School at Monterey, California, were administered the final form of the Officer Judgment Test as well as Criteria A and B. After discarding the unusable cases, i.e., those officers who did not properly follow the instructions, 266 cases remained. These 266 cases were scored with the three empirically developed executive, technical, and instructional scoring keys; they were also scored for the A and B criteria.

As in the case of the initial validating sample, those officers who scored high on both the A and B for each of the executive, instructional, and technical billets criteria were placed in the high criterion groups. All other cases were placed in the "All Others" group. Those few officers who could be placed in two of the three high criterion groups were, for validation purposes, placed in both.

The validity of each of the executive, technical, and instructional keys was again tested by computing bi-serial correlation coefficients for each of the high criterion groups vs. the rest of the sample. These coefficients are summarized in Table 7.

Table 7

Validity Coefficients for the Officer Judgment Test - Final Form

(N = 266)

	r_{bis}
Executive key	.04
Technical key	.08
Instructional key	.08

The reliability of the three Officer Judgment Test keys was tested by an analysis of variance technique which employed a sample of 100 cases as follows: The total score for each officer on each key was equal to the sum of the scoring weights for each of five scored alternates for each item (i.e., total score = a+b+c+d+e). Since the scorable alternates were randomly assigned to each item block, it was assumed that each of the five sums of scored alternates was measuring the same aspects of officer judgment. Each of these sums was therefore considered an equivalent fifth of the test. Thus, the reliability of each of the keys was defined as

$$r = 1 - \frac{\text{error variance}}{\text{between testees variance}}$$ *

* Ebel, E. L., "Estimation of the Reliability of Ratings," Psychometrika, 1951, 16, pp. 407-424.

The reliability of Criterion A was not computed since, by its nature, it was not amenable to this kind of analysis.

Table 8

Reliability Coefficients of the Officer Judgment Test and of Criterion B

	Officer Judgment Test	Criterion B
Instructional	.11	.88
Technical	.31	.91
Executive	.54	.88
(N)	(100)	(266)

Although the reliability of Criterion B compares very favorably with most criterion measures, reliabilities of the Officer Judgment Test scores are too low to function effectively as predictors.

Table 9

Correlations of Criterion A with B

	r	N
Instructional	.13	151
Technical	.05	123
Executive	.07	100

As in the original sample, scores on Criterion A are fairly independent of the scores on the B criterion. This is quite clearly indicated in Table 9. Whether this really reflects independence between those two measures or whether it is a function of the unreliability of Criterion A could not be determined.

Therefore, it becomes fairly apparent that the presently developed scoring key for the Officer Judgment Test is of little use in differentiating Naval officers who might be expected to find success and satisfaction in the three presently developed billet areas. Factors which might explain this result are: 1) the homogeneity of attitudes and knowledges engendered by the training of officers, or 2) the homogeneity that may be produced by the patterns of rotation of duty.

APPENDIX I

STATISTICAL CHARACTERISTICS OF THE VALIDATION SAMPLE

STATISTICAL CHARACTERISTICS OF THE CROSS-VALIDATION SAMPLE

STATISTICAL CHARACTERISTICS OF THE VALIDATION SAMPLE

Means and Standard Deviations of the Officer Judgment Test (N = 168)

	M	σ
Executive	21.6	12.5
Technical	12.6	9.4
Instructional	15.3	9.4

Means and Standard Deviations of Criteria A

	M	σ	N
Executive	-.54	1.67	156
Technical	-.10	1.71	152
Instructional	-.45	1.85	52

Means and Standard Deviations of Criterion B (N = 187)

	M	σ
Executive	5.9	13.7
Technical	-1.7	9.5
Instructional	-.5	11.7

STATISTICAL CHARACTERISTICS OF THE CROSS-VALIDATION SAMPLE

Means and Standard Deviations of the Officer Judgment Test (N = 266)

	M	σ
Executive	12.9	11.3
Technical	4.1	8.0
Instructional	3.2	8.0

Means and Standard Deviations of Criterion A

	M	σ	N
Executive	-.53	1.7	100
Technical	-.90	1.9	123
Instructional	-.45	1.9	151

Means and Standard Deviations of Criterion B (N = 266)

	M	σ
Executive	11.7	9.3
Technical	3.8	8.6
Instructional	2.7	7.4

APPENDIX II

OFFICER JUDGMENT TEST, FORM 196-AA

ANSWER SHEET

OFFICER JUDGMENT TEST

Form 196-AA

(Experimental: This test is in the developmental stage; the information given by you will not become a part of any Navy records.)

This form is being designed to measure differences in the attitudes, interests and judgments of line officers to aid in assigning them to duties in which they can produce their best performance.

Inasmuch as the final form of this test may be used to aid in guiding the careers of Navy officers in the future, your serious cooperation is requested. Your answers on this test will be known and used only by the research contractor for the purposes of this study. This study is being made for the Bureau of Naval Personnel under contract with the Office of Naval Research.

Directions are given for accomplishing each part of the test. Please answer each of the questions on this test.

Prepared by:

Richardson, Bellows, Henry and Co., Inc.

PART I

Directions

Part I consists of 58 questions. For each question there are listed four or five possible answers. Read each question carefully and decide which one of the given answers is the BEST one for you. Then, in the column headed BEST on the answer sheet, write the letter that goes with the answer you chose. Then decide which is the WORST answer and, in the column headed WORST on the answer sheet, write the letter that goes with the answer you chose.

Look at the following sample question:

0. What is the most probable reason for a leading rate's regularly by-passing his immediate superior?

   A. His superior is not doing his job well.
   B. His superior probably does not know how to handle his men properly.
   C. The leading rate is probably a trouble-maker.
   D. The superior does not maintain adequate discipline.

This is the way one person has answered it:

ANSWER SHEET

	Best	Worst
0.	A	C

Notice that this person has decided that A is BEST, so he entered A under BEST. Also, he has decided that C is WORST, so he has entered C under WORST.

REMEMBER -- You must mark both a BEST and a WORST answer for each question. Do not skip any questions.

1. Two of an officer's leading rates are constantly bickering over various aspects of their work. Their officer should

   A. Ask each man separately to be more cooperative with the other.
   B. Call both men into conference to explain the necessity for cooperation.
   C. Define the authority and responsibility of each man.
   D. Reprimand both men.

2. Which one of the following disciplinary policies is most effective in the long run?

   A. Call attention to violations of rules in a general way, so that no one offender is embarrassed.
   B. Call down anyone caught breaking the rules immediately and on the spot.
   C. Discuss rule violations in private only.
   D. Wait until the same person has broken a rule twice and then "jump on him with both feet."
   E. Wait until you cool off before getting after an enlisted man who has broken a rule.

3. The chief value of a periodic report to your superior lies in the fact that it

   A. Allows your superior more effectively to carry out his functions of direction, supervision, and control.
   B. Constitutes a document to which there will be frequent reference.
   C. Is a means of checking on your efficiency.
   D. Is the basis of information handed on to the highest officers in the chain of command.

4. Written orders are particularly helpful when

   A. An officer needs to display his authority.
   B. Many complicated or new operations are involved in the job.
   C. The men are difficult to handle.
   D. The officer is too timid or shy to directly address the division.

5. An officer is assigned a task for which no definite procedure has been developed. He should

   A. Plan the procedures himself.
   B. Confer with his petty officers.
   C. Assign the task of developing procedures to a petty officer.
   D. Seek suggestions from the men in his department.

6. In interviewing an enlisted man for assignment to duty in his department, the Officer in Charge should

   A. Act tough with him to see how he stands up under pressure.
   B. Consider the people the man will be working with and size up his personality as well as his ability.
   C. Get right down to facts; waste no time getting acquainted.
   D. Impress the man with the officer's ability, so that it will be easier to handle him when he is transferred.
   E. Let the man do all the talking so the officer can size him up correctly.

7. Which of the following traits is more important for an officer-in-charge of a department than for his superior?

   A. Ability to handle men.
   B. Ability to perform the operations better than anyone in the department.
   C. Ability to plan all phases of the task.
   D. Skill in judging the quality of the work.
   E. Understanding of the part which each operation has in producing the final result.

8. If you were going to be late for an important engagement, what would you do?

A. Decide not to worry about it because people rarely show up on time for appointments.
B. Make any excuse when you arrived.
C. Telephone ahead of time and inform the party you would be late.
D. Telephone the party and tell him that you had just been taken sick.
E. Think of some funny remark to make in case someone asks you about it.

9. When an enlisted man finds fault with regulations, the officer should

A. Agree with him but tell him nothing can be done about it.
B. Ask the enlisted man for his ideas for improving the policy.
C. Defend the regulation without regard for his personal feelings.
D. Pay no attention at all to the criticism.
E. Tell the enlisted man to tend to his duty and leave regulations to his superiors.

10. A change of work method of a billet is being contemplated. The officer in command of the department should

A. Acquaint the man with the work change before it is actually put in operation.
B. Be sure his superior approves before making a move.
C. Give the enlisted man in charge of the billet an opportunity to help plan the change.
D. Notify the man when the new method is actually to be put into operation.

11. Your department is assigned an important task. Your function, as an administrative officer, would be to

A. Check to see that the work has be well done.
B. Divide the large job into individual tasks.
C. Establish production lines within the department.
D. Prepare a report to your superior on the general outcome of the work.

12. The best way to handle a dissatisfied enlisted man is to

A. Get him a promotion.
B. Get him to discuss the problem with you.
C. Tell your leading petty officer to "square him away."
D. Transfer him to a billet in another department.
E. Send him to the chaplain.

13. Among various traits required of a leader of men, the most important of the following is

A. A sense of purpose or direction.
B. Ambition.
C. An impressive appearance.
D. Sobriety.

14. The ability to remember the names of enlisted men is

A. Always high among good officers.
B. Not related to leadership ability.
C. Only slightly related to leadership ability.
D. Usually higher among good officers than among average or poor officers.

15. The best administrator is one who

A. Assigns responsibility for all matters to others, thus keeping himself free for emergencies.
B. Assigns responsibility for details to others, and pays personal attention only to the most important parts of the job.
C. Assigns responsibility only to those immediately under him.
D. Pays personal attention and passes final judgment on everything which goes on.

16. If you were in command and desired to set up a training program for department heads, your <u>first</u> step should be to call them together and

A. Ask them if they would help in the program which you told them about.
B. Ask them what they would like to see covered in their own training program.
C. Ask their opinion as to whether some kind of training program was needed.
D. Raise questions about their duties and responsibilities which would point out to them the need for a training program.
E. Tell of the plan you were about to set up.

17. When an enlisted man comes up against a very difficult problem on the job, he should

A. Come to his officer for advice if the problem is going to take some time to solve.
B. Come to his officer for advice only as a last resort.
C. Immediately come to his officer for advice.
D. Stick with the problem until he solves it on his own.
E. Take it up with his petty officer first and, if it still can't be solved, both can take it to their officer.

18. When an officer reprimands an enlisted man, he should

A. Be sure the man deserves it.
B. Do it in private.
C. Get all the facts.
D. Reprimand promptly.

19. An officer becomes aware of a large number of gripes among the enlisted men in his department. He should

A. Attempt to determine the cause of the gripes.
B. Become stricter in the discipline of enlisted men.
C. Determine who is doing the most griping and have him transferred.
D. Pay no attention to them because enlisted men always gripe.

20. An officer in charge of yeomen feels that the filing system needs to be changed. He should

A. Ask all men concerned with filing to turn in a written report with ideas for changes.
B. Assign someone the job of changing it.
C. Call the department together, bring up the idea, and ask for their ideas.
D. Mention the need for change to some of his enlisted men and observe which ones do something about it.
E. Work out the details of the revision himself, and then assign the steps to be taken.

21. A fellow officer who has no authority over you is constantly criticizing the manner in which you work. You should

A. Answer politely, but ignore his criticism and run your department as you see fit.
B. Criticize him at every opportunity.
C. Report his behavior to your superior.
D. Run your department as he suggests.

22. You are assigned a task, and personnel are available if you want aid in carrying it out. Which statement best describes how you would prefer to work?

A. You enjoy the opportunity to delegate responsibility.
B. You prefer a billet which does not require supervising others.
C. You would rather do the task yourself and be sure of the outcome.
D. You would rather do the task yourself because of the reaction of subordinates.

23. When an officer sees an enlisted man breaking a rule under circumstances sufficiently unusual to make a reprimand not seem fair, he should

A. Act as if he had not seen the offense.
B. Follow the regulation exactly and give the regular reprimand as in any case where a rule is broken.
C. Give the reprimand, but add to it a statement about the unusual circumstances.
D. Tell the enlisted man that he would ordinarily get a reprimand, but that it will be omitted this time.

24. An enlisted man asks an officer a question the answer to which is not known by the officer. The officer should

A. Answer the question as best he can.
B. Tell the enlisted man he doesn't know the answer but will find out.
C. Tell the enlisted man he doesn't know the answer.
D. Tell the enlisted man he doesn't know and will find out, but do nothing about it.

25. What would you do if your superior asked you to do a certain job and you knew you couldn't do it very well?

A. Alibi out of it.
B. Bluff it through.
C. Explain that your best skills are in other kinds of jobs.
D. Explain your lack of complete knowledge and ask for close supervision on the job.
E. Praise someone else's ability.

26. In training a man on a new set of operations, one should

A. Let him discover the reasons for himself as he goes along.
B. Show him first the reasons for doing it that way.
C. Show him some of the reasons first, leaving others for him to discover for himself.
D. Show him the reasons after he has mastered the skills.

27. It is necessary for an officer to inform his men about

A. All coordinated activities of each man's work.
B. The plans for work of his command.
C. The tasks which each is assigned to do.
D. The work each man and his working companions are to do.

28. What is the attitude of most enlisted men toward promotions?

A. They are interested in obtaining promotions at regular intervals.
B. They are only slightly interested in working for a promotion.
C. They are satisfied to remain in their present rates.
D. They are very ambitious for rapid promotions.
E. They prefer not to be promoted.

29. What would you do if you received a commendation everyone expected would go to one of your fellow officers?

A. Ask your superior why it turned out that way.
B. Ignore the problem.
C. Point out why you deserved the commendation.
D. Refuse the commendation.
E. Tell the man you are sorry he was disappointed.

30. The men who work hardest are those who

A. Are afraid of being transferred.
B. Are afraid of their officers.
C. Are proud of their ability to produce.
D. Naturally get bored when they work slowly.

31. If you were always having trouble with a fellow officer of equal rank, what would be the thing to do?

A. Ask for a transfer.
B. Overlook it.
C. Take the matter up with your superior.
D. Warn him that if he gives you any more trouble you will speak to his superior about it.
E. Watch your chance to get even with him at the first opportunity.

32. An instructor will get the best results by using

A. Much praise and criticism.
B. Criticism more often than praise.
C. Little praise and criticism.
D. Praise more often than criticism.

33. An officer is likely to get the best results from the men in his division if he tries to make them feel that their division is

A. About like most of the rest of the division.
B. All right, but has a great deal of room for improvement.
C. All right, so long as everyone does his best.
D. Poor compared to the other divisions.
E. The best on the ship.

34. The best first step in getting a man to change his mind about how something should be done is to

A. Find out why he holds to his opinions.
B. Jar him out of his opinions by making him defend his point of view.
C. Praise him for something he has done so he will feel friendly toward you.
D. State your own point of view firmly and with authority.

35. What would you do if you considered your superior to be less capable than yourself?

A. Ask him difficult questions which will give you a chance to educate him.
B. Casually give him material which would supplement his training.
C. Go over his head whenever there is a problem that is beyond his ability.
D. Make subtle mistakes which would display his weakness to his superior.
E. Try to work out a deal for working together to improve his competence.

36. The chief reason for listening to the gripes of enlisted men is to

A. Determine what should be done about the complaint.
B. Find out how the men really feel about the department.
C. Keep the enlisted men feeling that the officer-in-charge is on their side.
D. Keep them from having the matter go further, and cause serious trouble.
E. Let them get their troubles off their minds so they will feel better.

37. The principle of making promotions by seniority is based on

A. Custom rather than efficiency.
B. The idea that experience is the best teacher.
C. The idea that, in general, a man who has been in the grade or rate longest is best qualified for upgrading.
D. The idea that the man who has been in the grade or rate the longest deserves promotion most.
E. The idea that workers with equal years of experience have equal ability.

38. When a well trained and responsible enlisted man asks his officer for permission to transfer, the officer should

A. Find out why he desires transfer.
B. Forward the request with a negative endorsement.
C. Tell him he can't be spared.
D. Try to convince him he is making a mistake.
E. Grant permission without comment.

39. Which of the following characteristics do enlisted men consider most important in a good officer?

A. Ability to make plain exactly what he wants done and how he wants it done.
B. A thorough understanding of the jobs under his supervision.
C. Consideration for the feelings of those under him.
D. Tendency to grant considerable personal freedom to rates as long as they get the work out.
E. Willingness to accept full responsibility for his department.

40. A training program is to be established at your station. Which of the following describes your most effective participation

A. Carry out the details after someone else had planned the program.
B. Not take any part in a training program.
C. Plan the training program and carry out only the important features and leave details to others.
D. Plan the training program and carry out all the details yourself.
E. Plan the training program and have others see to it that it is carried out.

41. What should you do when you are given the duty unexpectedly on an evening when you have an important personal engagement?

A. Explain why you wish to be relieved from the duty.
B. Postpone or cancel the engagement.
C. Try to arrange for someone else to take the duty.
D. Try to arrange to do the duty some other time without explaining why.

42. An officer reprimanding a man will do the <u>least</u> damage if he

A. Asks one of his juniors to reprimand the man.
B. Does not consider his feelings.
C. Gives the man no chance to reply.
D. Is apologetic.

43. In giving orders to an enlisted man, it is good practice to

A. Give the man complete orders for day or more.
B. Take his obedience for granted.
C. Take his understanding of your instructions for granted.
D. Talk tough so he knows you mean it.
E. Use language the man can understand.

44. What would you do if you noticed a minor safety violation?

A. Mention it to your fellow officers.
B. Mention it to the base safety officer.
C. Disregard it.
D. Correct it yourself.
E. Report it to your superior.

45. What would you do if your superior bawled you out in public?

A. Complain to his superior.
B. Interrupt him and ask if he would continue the discussion in private.
C. See him later on and ask that he criticize you in private in the future.
D. Take it and say nothing about it.
E. Try to make it look like a two-way discussion.

46. If an enlisted man makes an error in the performance of his duty, his officer should

A. Bawl the man out on the spot.
B. Correct him and tell him you regret he made the error but are sure he'll not make it again.
C. Remind him of it occasionally thereafter.
D. Show the man how to avoid future mistakes.

47. The first problem of introducing a new man to his billet is to

A. Get him to feel at ease with his officers.
B. Get him to feel at ease with his shipmates.
C. Overcome his lack of confidence toward his new duties.
D. Overcome his lack of skill and job knowledge

48. The details of each billet should become known to each man by

A. Systematic formal training.
B. Informal discussion with his superior.
C. Picking them up as he goes along.
D. Asking his shipmates.

49. The morale of enlisted men is best indicated by the

A. Amount of generalized "griping."
B. AWOL rate.
C. Number of arrests made by Shore Patrols.
D. Numbers of gripes reported.
E. Sick-call rate.

50. An officer should

A. Judge his men's knowledge by the results of their work.
B. Know his men's ability by observing their work.
C. Leave judgment of enlisted men's abilities to Petty Officers.
D. Need not bother checking his men's work as long as everything is going well.

51. When an officer is assigned to command another department he should

A. Ask the men in his command how they think things should be run.
B. Refer to Naval Regulations and carry out the procedures to the letter.
C. State his policies and make changes accordingly.
D. Take time to learn how things have been handled in the past.

52. Which of the following do subordinates consider the most important in a good leader?

A. Ability to make plain exactly what he wants done and how he wants it done.
B. Granting considerable personal freedom to employees as long as they get the work out.
C. A thorough understanding of the jobs under his supervision.
D. Being willing to accept full responsibility for his department.
E. Consideration for the feelings of those under him.

53. Which of the following is the most important phase of the job of an officer-in-charge of a department?

A. Conservation of equipment and supplies.
B. Handling men.
C. Meeting work schedules.
D. Safety and working conditions.
E. Training subordinates for increased responsibility.

54. To keep disciplinary problems to a minimum an officer in reprimanding an enlisted man should

A. Be specific in his charges.
B. Explain carefully why he is taking the action.
C. Size up the individual and vary the interview accordingly.
D. Talk straight.

55. Men billeted with others who are not friendly usually become

A. Careless.
B. Dissatisfied.
C. Incompetent.
D. Lazy.

56. Which of the following expresses the average enlisted man's attitude toward the amount of work he should turn out?

A. Turn out as much as possible in the time allowed.
B. Turn out as much as the average worker.
C. Turn out different amounts depending on how he feels at the time.
D. Turn out the amount his officers say he is supposed to.

57. The officer can meet or prevent charges of playing favorites by

A. Explaining to the men passed over what the reasons were for selecting the men who were promoted.
B. Making a careful survey of all men in line for promotion.
C. Promoting on the basis of straight seniority.
D. Setting up in advance a chart showing each billet's promotional possibilities and the qualifications necessary.
E. Taking care not to be too friendly with any of the men in the department.

58. Most trainees believe the best instructor

A. Is "all business."
B. Doesn't try to get acquainted.
C. Is fairly friendly.
D. Is one of the boys.

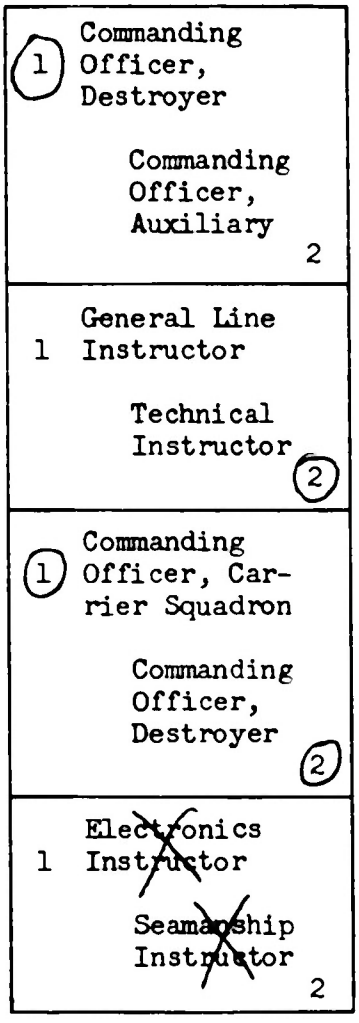
PART II

Directions

On the back of the answer sheet are a number of pairs of Navy Billets. For each pair you are requested to express your preference by circling the number of that billet which you would prefer, assuming that you had the requisite skill. In each case assume that rank, prestige, income, and the effect on your Navy career are the same.

For each pair of billets, mark as follows:

Draw a ring around 1 if you prefer the first of a pair of billets.



The person who marked this comparison would rather be a Commanding Officer on a Destroyer than a Commanding Officer on an Auxiliary.

Draw a ring around 2 if you prefer the second of a pair of billets.

The person who marked this comparison would rather be a Technical Instructor than a General Line Instructor.

Draw rings around both numbers if you like both billets equally well.

The person who marked this comparison likes both billets equally well. Therefore, he marked both of them.

Cross out both billets if you dislike both of them equally.

The person who marked this comparison dislikes both billets. Therefore, he crossed them out.

TURN TO THE BACK OF THE ANSWER SHEET AND MARK YOUR OWN PREFERENCES

NAME (DO NOT WRITE YOUR NAME ON THIS ANSWER SHEET) DATE _____

RANK _____ STATION _____

PRESENT DUTY OR ASSIGNMENT _____

Officer Judgment Test
Form 196-AA
ANSWER SHEET

(Experimental: This test is in the developmental stage; the information given by you will not become a part of any Navy records.)

EXPERIENCE DATA

A. Please check each duty assignment in which you have served. Write in the blank spaces those assignments which you have had but which are not on the list.

___1. CO, Destroyer Escort, Destroyer Transport or Small Auxiliary
___2. CO, Carrier Squadrons (VA, VF, VC)
___3. Exec. O, Destroyer
___4. Exec. O, Submarine
___5. Exec. O, Large Auxiliary
___6. Exec. O, Carrier Squadron or Patrol Squadron
___7. Operations Officer, Amphibious Ship
___8. Operations Officer, (Air) Squadron
___9. Gunnery Officer, Carrier or Cruiser
___10. Engineer Officer, Carrier or Cruiser
___11. Transport Plane Commander
___12. Trasportation Officer, Transport
___13. Aide and Flag Sec/Lt.
___14. Communications Officer
___15. Engineer and Materiel Officer
___16. Instructor, General Line School
___17. Instructor, NROTC
___18. Instructor, Technical School
___19. Instructor, Flight
___20. Training Officer
___21. _____
___22. _____
___23. _____
___24. _____
___25. _____
___26. _____
___27. _____
___28. _____
___29. _____
___30. _____
___31. _____
___32. _____
___33. _____
___34. _____
___35. _____

B. Give the numbers of the two above duty assignments in which you have been the most effective. _____

C. Give the numbers of the two above duty assignments in which you have been the least effective. _____

D. Give the numbers of the two above duty assignments you liked best. _____

E. Give the numbers of the two above duty assignments you liked least. _____

RECORD ANSWERS FOR PART I HERE

	Best	Worst
1.	____	____
2.	____	____
3.	____	____
4.	____	____
5.	____	____
6.	____	____
7.	____	____
8.	____	____
9.	____	____
10.	____	____
11.	____	____
12.	____	____
13.	____	____
14.	____	____
15.	____	____
16.	____	____
17.	____	____
18.	____	____
19.	____	____
20.	____	____
21.	____	____
22.	____	____
23.	____	____
24.	____	____
25.	____	____
26.	____	____
27.	____	____
28.	____	____
29.	____	____
30.	____	____
31.	____	____
32.	____	____
33.	____	____
34.	____	____
35.	____	____
36.	____	____
37.	____	____
38.	____	____
39.	____	____
40.	____	____
41.	____	____
42.	____	____
43.	____	____
44.	____	____
45.	____	____
46.	____	____
47.	____	____
48.	____	____
49.	____	____
50.	____	____
51.	____	____
52.	____	____
53.	____	____
54.	____	____
55.	____	____
56.	____	____
57.	____	____
58.	____	____

RECORD ANSWERS FOR PART II ON THE FOLLOWING TABLE

1 Operations Officer, Amphibious Ship	1 Executive Officer, Destroyer Escort	1 Training Officer	1 Engineer & Material Officer	1 Aerography Officer	1 Instructor Technical School
Training Officer 2	Communications Instructor 2	Instructor NROTC 2	Instructor Technical School 2	Flight Instructor 2	Instructor General Line School 2
1 Executive Officer, Yard Mine Sweeper	1 Commanding Officer, LST	1 Seamanship Instructor	1 Electronics Expert	1 Optical Engineer	1 Instructor Flight School
Sonar Instructor 2	Ordnance Instructor 2	Electronic Instructor 2	Radar Instructor 2	Yeoman School Instructor 2	Air-ground School Instructor 2
1 Commanding Officer, Destroyer Mine Sweeper	1 Commanding Officer, Destroyer	1 Teacher Secondary School	1 Gunnery Officer, Cruiser	1 Engineer Officer, Cruiser	1 Communications Instructor
Engineer Officer, Carrier 2	Gunnery Officer, Carrier 2	Engineer 2	Engineer Officer, Cruiser 2	Engineer & Material Officer 2	Gunnery Officer, Cruiser 2
1 Executive Officer, Large Auxiliary	1 Operations Officer, Flag	1 Teacher, College	1 Gunnery Officer, Carrier	1 Engineer, "Seabees"	1 Navigation Instructor
Ordnance Engineer 2	Optical Engineer 2	Physicist 2	Aerography Officer, Carrier 2	Electronics Expert 2	Gunnery Officer, Destroyer 2
1 Commanding Officer, Small Auxiliary	1 Commanding Officer, Destroyer Escort	1 Teacher, Trade School	1 Gunnery Officer, Destroyer	1 Anti-aircraft Gunnery Officer, Battleship	1 Radar Instructor
Commanding Officer, Destroyer Escort 2	Commanding Officer, Destroyer Transport 2	Building Contractor 2	Executive Officer, Destroyer 2	Commanding Officer, Destroyer Mine Sweeper 2	Commanding Officer, LST 2
1 Executive Officer, Destroyer	1 Executive Officer, LST	1 Teacher, Graduate School	1 Engineer	1 Ordnance Engineer	1 Yeoman School Instructor
Executive Officer, Submarine 2	Executive Officer, Large Auxiliary 2	Dean, Graduate School 2	Commanding Officer, Destroyer 2	Executive Officer, Yard Mine Sweeper 2	Executive Officer, LST 2

In order to aid in eliminating ambiguous questions, would you please write in the numbers of any questions that you find difficult to answer because of the ambiguity of either the question or the alternatives.

a _____ b _____ c _____ d _____ e _____

Please put down the numbers of any questions you believe should not be asked of a Navy Officer and indicate in a few words why.

a _____

_____

b _____

_____

c _____

_____